DOCUMENT RESUME

ED 358 010 SO 023 044

AUTHOR Houston, Carol
TITLE The Effect of Channel One Broadcasts on Middle School Achievement.
PUB DATE 7 Dec 92
NOTE 45p.; Submitted in partial fulfillment of the requirements for ASE 579, Sam Houston State University.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Classroom Research; *Current Events; *Discussion (Teaching Technique); Educational Research; Junior High Schools; Junior High School Students; Middle Schools; *News Media; *Programing (Broadcast); Television Research; *Television Viewing
IDENTIFIERS *Channel One; Middle School Students

ABSTRACT

A study was conducted to determine if classroom discussion of Channel One broadcasts would increase student knowledge of current events. Channel One is a news program designed for middle school and high school students and is shown to participating schools across the United States. The program is free to schools that receive use of a satellite dish, video recorders, and television monitors. In exchange for the equipment, schools must require students to watch the program daily. Many educators agree that the news broadcast is important, but contention centers around a two minute segment of commercials. The advertising pays for the program and equipment. Data were collected in three areas: a current events test was given to two groups of students, one group actively involved in a classroom discussion of the day's broadcast and one group who had been exposed to the program but was not involved in the discussion. Other data were gathered to solicit teacher sentiment of Channel One as a teaching device and a survey also was used to determine student application of Channel One as a learning tool. Two appendices are attached. (Contains 10 references.) (Author/LBG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED358010

THE EFFECT OF CHANNEL ONE BROADCASTS ON MIDDLE SCHOOL ACHIEVEMENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
CAROL M. HOUSTON
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Carol Houston

A research paper

submitted in partial fulfillment

of the requirements for ASE 579

Sam Houston State University

December 7, 1992

SO 023 044

BEST COPY AVAILABLE

ABSTRACT

THE EFFECT OF CHANNEL ONE BROADCASTS
ON MIDDLE SCHOOL ACHIEVEMENT

by

Carol Houston

A study was conducted to determine if classroom discussion of Channel One broadcasts would increase student knowledge of current events. Channel One is a controversial news program designed for middle school and high school students and is shown to participating schools across the nation. The program is free to schools who receive use of a satellite dish, video recorders and television monitors. However, in exchange for the equipment, schools must require students to watch the program daily. Many educators agree that the news broadcast is important, but contention centers around the two minute segment of commercials. The advertising pays for the program and equipment.

Data was collected in three areas: a current events test was given to two groups of students, one group actively involved in a classroom discussion of the day's broadcast and one group who had been exposed to the program but was not involved in the discussion. Other data was gathered to solicit teacher sentiment of Channel One as a teaching device and a survey was also used to determine student application of Channel One as a learning tool.

TABLE OF CONTENTS

page

List of Tables iii

List of Figures iv

Chapter

I 1

Introduction 1

General Introduction 1

Statement of the Problem 2

Purpose of the Study 2

Significance of the Study 3

Definition of Terms 3

Null Hypothesis 3

Limitations and Delimitations 4

Assumptions 4

II 5

Review of the Literature 5

III 11

Methods and Procedures 11

IV 14

Presentation and Analysis of Data 14

V 20

Summary, Conclusion and Recommendations 20

Summary 20

Conclusions 20

Recommendations 20

Appendixes

A. Cover Letter, Questionnaires, Current Events Test 23

B. Supporting Data 29

Bibliography 38

LIST OF TABLES

Table page

1. t-test Comparison of Group Without Discussion Compared to Group with Discussion 14

2. t-test Comparison, Male vs Female Group With Discussion 15

3. t-test Comparison, Male vs Female Group Without Discussion 15

LIST OF FIGURES

Figure page

1. Teacher Questionnaire Responses 16

2. Student Questionnaire Responses 19

CHAPTER I

INTRODUCTION

GENERAL INTRODUCTION

Two major concerns in education today are declining student achievement and budget cuts. Schools are in need of innovative and creative programs that will motivate and encourage students.[1] Schools are also in need of funds to implement these programs. In March 1989, Chris Whittle of Whittle Communications in Tennessee launched Channel One. Channel One is a 12-minute news program for middle and high school students. It consists of a 10-minute program that is a mix of news features, educational material and includes two minutes of commercial advertising. Mr. Whittle indicates that the education establishment and the public at large must understand his project in terms of addressing the needs of education in a context of a national educational crisis.[2] The Channel One program proposes to improve student knowledge of current events by a daily broadcast of three main program segments that include segments on geography, cultural awareness and current events.[3]

In return for viewing the Channel One program, Whittle Communications provides to participating schools free use of a satellite dish, video recorders and television monitors. However, schools must require students to watch the program daily, including commercials.

While many educators agree that a news broadcast is of value to students, debate centers around the two minute segment of commercials. The advertising has turned this news program into a debate because a captive audience has no choice but to watch the advertising that supports this program. [4]

Teachers are particularly fond of Channel One and sixty percent of teachers using Channel One indicated they would strongly recommend the program to other schools or teachers even though few teachers regularly use this same program as the basis for classroom discussion about current events.[5]

STATEMENT OF THE PROBLEM

While students are exposed to a news program designed especially for them, teachers are presenting Channel One with little or no preparation, indicating there is no time prior to or after the program to discuss the contents.

PURPOSE OF THE STUDY

The purpose of this study is to determine whether classroom discussion and integration of Channel One broadcasts into daily lesson plans improves students knowledge of current events.

SIGNIFICANCE OF THE STUDY

If the information broadcast on Channel One is integrated into lesson plans and students knowledge of current events improves, then Channel One can be an effective aid to education. If, as Whittle Communications indicates, working with teachers can help them better utilize Channel One and help to make broadcasts more helpful in their teaching, then Channel One will prove to be an innovative and effective program.[6]

DEFINITION OF TERMS

1. Advertising - The action of calling something to the attention of the public especially by paid announcements.
2. Compulsory Attendance (Captive Audience) - Includes every child in the state who is seven years of age and who has not completed the academic year in which his seventeenth birthday occurred shall be required to attend a minimum of 180 days of the regular school term.
3. Current Event - A noteworthy happening occurring in the present time.

NULL HYPOTHESIS

There is no significant increase in current events knowledge between students who engage in follow up discussions of Channel One broadcasts compared to students who do not discuss Channel One.

LIMITATIONS AND DELIMITATIONS

This study is limited to Aldine Independent School District. It is delimited to grades seven and eight during the fall of 1992 in one middle school.

ASSUMPTIONS

The assumptions of this study are:

1. Students are assumed to be representative of students in Aldine Independent School District.
2. Teacher behavior is assumed to be consistent in preparing lesson plans and presenting information to be learned.

CHAPTER II

REVIEW OF THE LITERATURE

Channel One was aired in the spring of 1990 as part of a test to see if it might be an effective way to provide teenagers with information about national and international events and issues. Most criticism of Channel One has come from people and organizations who dislike the idea of schools' providing captive audiences for advertisers. Schools have also been criticized for "selling out" educational programs in return for video equipment.[7]

Chris Whittle of Whittle Communications agrees with his critics that commercial advertising does not belong in classrooms even though he argues that advertising is a legitimate way to find additional funds for schools. Mr. Whittle concludes that advertising has made it possible for schools to enjoy satellite and television equipment in the nation's classrooms.[8]

Critics charge that advertising to a captive audience manipulates youngsters for corporate gain.[9] Advertisers and marketers are setting their sights on students for several reasons. Teenagers are ready consumers. Twenty-eight million teenagers in the United States spend seventy-eight billion dollars a year, of which thirty-three billion comes out of their own pockets. This information comes from Peter Zoello, president of Teenage Research Unlimited, a marketing research firm in Northbrook, Illinois.[10] Mr. Zoello states that teenagers are also trendsetters. Adults emulate teenagers in many buying habits including the

clothes they wear, the hairstyles they cultivate, the music they listen to and the activities in which they take part.

Teenagers are developing brand and product loyalties that could last a lifetime, a large consideration for commercial advertisers. Teenagers constitute the 'futures market' for advertisers.

The business and corporate worlds realize that the one place to find youngsters all together is in schools. Channel One broadcasts and advertisements are an efficient and effective way to reach a primary target market.

Supporters of the program justify the advertisements by indicating that advertising is already in the schools. Magazines and newspapers contain advertising, however students generally have a variety of materials in the libraries to choose from.

In response to opposition concerning advertising in schools, it is important to note that advertising already exists.[11] Examples include school newspapers with advertising, courtesy cars for driver training from automobile dealerships, candy sales with advertising flyers, yearbooks with advertising, gifts from neighborhood businesses, class rings, class pictures and photographs.

Other firms that distribute advertising products to schools are the Chicago-based American Passage Media Corporation, which publishes "Gymboards" in high school locker rooms, and Sports and Education enterprises of Sauk Rapids, Minnesota which puts electronic digital display units in school lobbies at no charge. The display units can be programmed to carry school messages and are paid for by the advertisements that also appear.[12]

Commercial advertising is also tolerated in the public school environment on athletic scoreboards.[13]

Dudley Barlow reports in his article "Sands Wouldn't Do It," that in the current economy in this country, schools are desperate for funds. Some school systems will compromise their educational programs in return for whatever resources they can obtain.[14]

Some Channel One supporters and advertisers are having second thoughts about renewing advertising contracts.[15] Nike Inc., may not renew its contract on the basis of "ethical issues". H. Ross Perot, once on Channel One's advisory board, resigned because he says, "ads in schools are not something I want to lend my name to."[16]

The most effective support for Channel One has come from the six pilot schools that received the program in the spring of 1989. Administrators, teachers, parents and students generally have praised the program in extensive nationwide press coverage.[17] Some schools have long hoped for and even attempted to have some type of news programs. Some teachers have frequently asked students to watch national news at night in order to integrate current events with what is being taught in school.[18]

Other advocates contend that Channel One programming does provide an excellent opportunity for high school teachers to encourage students to become critical consumers of the mass media. Channel One examples are used to stimulate critical thinking about current events, history, political science, sociology and psychology.[19] The United States lags behind several countries in

media studies including France, Great Britain, Australia and Canada.[20] Channel One broadcasts offer an opportunity for students to critically analyze mass-media messages.

The effectiveness of Channel One as an instructional device has been examined in several studies. Channel One itself publicizes a study by Bradley Greenberg, a communications professor at Michigan State University. The study was conducted in March and May of 1991 and polled 820 sophomores from four Michigan high schools. Two schools had Channel One and two did not. The study found that students exposed to Channel One learned more about the news and even news events not shown on Channel One than students not exposed to the program.[21] However, the Whittle press kit did not include the results of the second part of the study conducted on the effectiveness of Channel One advertising. The study found that viewers of Channel One gave higher ratings to the products advertised on the channel than students not exposed to the advertisements.

Another study, Taking the Measure of Channel One: The First Year was paid for by Whittle Communications but conducted by two independent researchers, Jerome Johnston and Evelyn J. Brzezinski. The report is the first academic study of the educational impact of Channel. Students were given a series of tests on current events. Students who watched Channel One knew slightly more about current events than students who did not watch Channel One. In general the study found that Channel One students could get one more question correct on a thirty question test than students who did not see the

program.[22] As a rule, it was the brighter students who appeared to benefit from Channel One. Individual variations showed some schools with increases in current event knowledge as well as a handful of schools where test scores declined significantly after Channel One had been introduced. This study concluded that students do not take Channel One seriously. Twenty-three percent of students surveyed say they paid attention "the whole time". Forty percent of students surveyed paid attention 'occasionally' or 'rarely'. Approximately half of the students believed that they learned something important from Channel One. Fourteen percent claimed they never learned anything important from the program.

Teachers were also surveyed and appeared to be very positive about Channel One. Teachers gave out average grades of A- and B+ when grading individual aspects of the program. When asked to grade Channel One's usefulness as a teaching tool for other courses, teachers gave an average grade of C. Sixty percent of the 500 teachers using Channel One said they would strongly or very strongly recommend the program to other schools or teachers. While teachers highly praised the program, only a few teachers reported regularly using Channel One as the basis for classroom discussion about current events with only thirteen percent reporting a regular discussion about the Channel One telecast content. Eighty-three percent of teachers indicated there was little preparation prior to the broadcast to discuss the program and thirty-five percent indicated there was no time for discussion after the show.

The Johnston and Brzezinski study did not look at the effectiveness of

Channel One's most controversial element: its ads. The advertising domain was excluded from the study by Whittle who was willing to pay only for a study of the editorial effectiveness of Channel One. While the researchers were not in agreement they had to admit that reliably estimating such effects is at best daunting.

This study concludes most students pay about as much attention to the classroom tv program as they do the television at home. The program makes almost no difference in educating or interesting students about current events.[23]

Other reports about Channel One have concluded the similar results. A recent sampling by the National Education Association says only forty percent of students actually watch the program.[24] In another experiment conducted for the Columbia Journalism Review, students who had been exposed to Channel One and those who had not achieved identically unimpressive fifty-five percent scores on current affairs tests.[25]

Clearly, the literature indicates strong opinions for and against Channel One broadcasts. Critics contend that Channel One has a dangerous impact in that it cedes control of the curriculum to an outside party primarily interested in selling advertisements, not educating students.[26] Proponents of Channel One are enthusiastic about the program that is appealing to teenagers and gives them a context for learning about geography, civics, and current events and at the same time provides high-technology programming packages.

CHAPTER III

METHODS AND PROCEDURES

This study was conducted by gathering data in three areas. One source of data consisted of six Life Skills classes, broken into two groups, one with a classroom discussion of Channel One and one group without discussion of Channel One. At the beginning of class periods one, three and five, the researcher focused classroom attention on the Channel One news program and invited open discussion of the topics covered. Classroom discussion did not take place in the second group comprised of class periods two, four and six.

The sample population was drawn from the Life Skills classes taught by the researcher and included thirty-five male and fifty-two female students in the seventh and eighth grades at Shotwell Middle School, Aldine, Texas.

Discussion of Channel One news broadcasts took place for a two week period. At the end of the two week period, students answered a twenty question current events test. Students recorded their responses on an 882 Scantron answer sheet. A current events test was developed and is included in the appendix. The Scantron sheets with student test scores, and indicating sex and group identification were scored and disaggregated data were produced in the following areas:

1. Mean score of classes with discussion of Channel One topics.
2. Mean score of classes without discussion of Channel One topics.

3. Mean scores comparing the two groups.
4. Mean scores of males and females when compared in the same group.

Continuous data were entered into a Macintosh computer using a Statworks program to compare the mean score of the group involved in classroom discussion and the group where discussion of Channel One did not take place.

Along with data with regard to the effectiveness of classroom discussion on student knowledge of current events, research was also conducted in two other areas. Teacher of Channel One was solicited to determine effectiveness of Channel One as a teaching tool. Student surveys were distributed to determine student interest in current events and the effectiveness of Channel One as a learning device.

Questionnaires were distributed to both groups. One questionnaire consisting of eight items and a comment section was distributed to teachers. The questionnaire asked teachers opinion of their use of Channel One broadcasts as a teaching tool. The questionnaire was distributed to eighty teachers and thirty-nine questionnaires were returned to the researcher. The data were processed through a Scantron 1100 Data Entry Terminal and were analyzed by an IBM computer program that generated frequency and percentage data.

The second questionnaire was distributed to the students and asked their opinion of Channel One, whether they felt they learned anything from the broadcasts and asked students to identify news stories and products whose advertisements had appeared during the broadcasts. The survey also asked

whether students watched Channel One and whether broadcasts were integrated into daily lessons. Copies of both questionnaires are included with this paper. All information was scored on Scantron 882 forms.

The student questionnaires were fed into a Scantron 1100 Data Entry Terminal generating frequency and percentage information allowing data to be disaggregated.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Data were researched in three different areas of concern. A sample population of middle school Life Skill students were divided into two groups, one with a classroom discussion of Channel One and one without. The two groups were compared against each other.

When the t-test was run on the mean scores of the two groups, one with discussion and one without, the t-statistic was -4.33 and the probability was 0.000. This was statistically significant and permitted rejection of the null hypothesis which states that there is no significant increase in current events knowledge between students who engage in follow up discussions of Channel One broadcasts compared to students who do not discuss Channel One. The following table displays the difference between the mean scores of the two groups.

Table 1. t-test Comparison of Group Without Discussion Compared to Group with Discussion

Variable	SCORE NO DIS	SCORE DIS
Mean	66.25	81.63
Std. Deviation	17.02	16.70
Observations	44	46
t-statistic	-4.33	Hypothesis
Degrees of Freedom	88	Ho: $\mu 1 = \mu 2$
Significance	0.0000	Ha: $\mu 1 = \mu 2$

The group without discussion had a mean score of 66.25. The classes that discussed Channel One had a mean score of 81.63.

When data was broken down by gender, it was found that females scored slightly higher than males when comparing the group that was involved in classroom discussion of Channel One broadcasts. Table 2 illustrates the mean scores of those two groups.

Table 2. t-test Comparison, Male vs Female Group with Discussion

Variable	Male	Female
Mean	81.43	81.72
Std. Deviation	17.03	16.83
Observations	14	32
t-statistic	-0.05	Hypothesis
Degrees of Freedom	44	Ho: $\mu 1 = \mu 2$
Significance	0.957	Ha: $\mu 1 = \mu 2$

Males scored slightly higher than females when compared against each other in the group where there was no classroom discussion. Table 3 exhibits those scores.

Table 3. t-test Comparison, Male vs Female, Group Without Discussion

Variable	Male	Female
Mean	69.32	63.18
Std. Deviation	13.83	19.55
Observations	22	22
t-statistic	1.20	Hypothesis
Degrees of Freedom	42	Ho: $\mu 1 = \mu 2$
Significance	0.236	Ha: $\mu 1 = \mu 2$

The additional research data, teacher and student opinion were also analyzed.

Figure 1 illustrates the data in response to teacher questionnaire.

Following are questions from questionnaire:

1. Do you integrate Channel One broadcasts in your lesson plans?

2. Channel One broadcasts increase students awareness of current events and news features.

3. Do you recommend Channel One to other teachers?

4. Do you approve the use of Channel One broadcasts int the public school system?

5. Is Channel One the most practical and least expensive way to cover current events in the classroom?

6. All teachers should include or teacher current events in their classroom.

7. Do you teach History, English or Other?

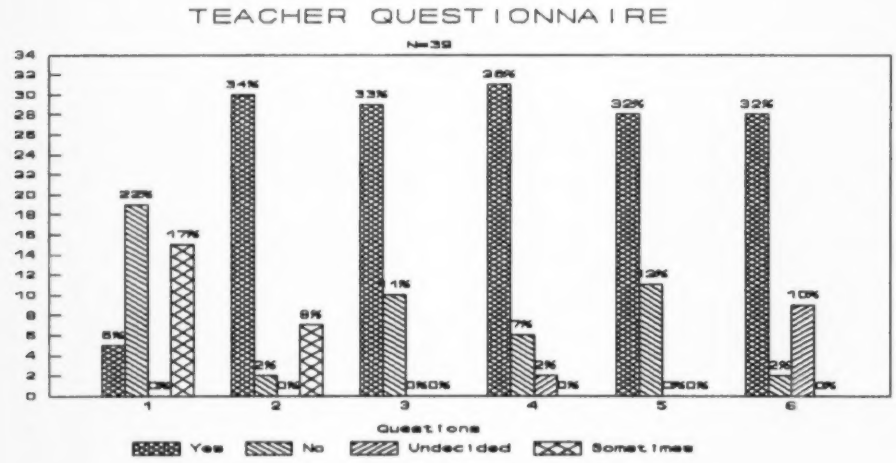

Figure 1. Teacher Questionnaire Responses

Thirteen percent or five teachers responded that they regularly integrated Channel One into daily lesson plans. Comments were very positive among this

group of teachers who felt that Channel One was also the most practical and least expensive way to cover news and current events in the classroom. These teachers also indicated that Channel One did increase student awareness of current events. This figure is consistent with the review of the literature where studies found thirteen percent of teachers who regularly discussed Channel One broadcasts.

Forty-nine percent or nineteen teachers who responded did not integrate Channel One into lesson plans. Seven of those respondents were negative about Channel One broadcasts. They did not think it increased student awareness of current events and did not feel Channel One was an inexpensive or practical way to involve students in current events information. These teachers commented that Channel One was a waste of time, students were uninterested, and discipline was a concern. Teaches resented the time away from formal instruction and felt that some of the broadcasts set off unwanted discussion on topics not related to the subject being taught. One teacher commented that Channel One did an excellent job in presenting information, but did an even better job selling merchandise. Several teachers questioned the motives of Chris Whittle in implementing the news program and questioned his motives in planning to open alternate schools.

Eleven teachers responded that while they did not integrate Channel One into lesson plans they were very positive about the program, believing that it did increase student awareness of current events, was appropriate in the public school system and felt current events should be taught across the curriculum.

Teachers commented that they felt Channel One was the only source of news for students and that the program was appealing to teenagers. Several elective teachers commented that Channel One could be improved by including stories concerning physical education, speech and drama, art and other electives.

Thirty-eight percent or fifteen teachers indicated that they sometimes integrated Channel One into their lesson plans. These teachers comprised the group most positive of Channel One. Channel One was integrated into lessons as it related to the particular topic being presented. These teachers commented that this program was helpful to students and indicated that students seemed to enjoy this program. One teacher commented that she enjoyed this program as it was the only time she could watch national news.

Data were also analyzed from the student questionnaire. Questions from student questionnaire were as follows:

1. Do you read the newspaper at home?
2. Do you watch the news at home?
3. Do you watch Channel One broadcasts?
4. Do you really pay attention to Channel One broadcasts?
5. Do you feel you learn something important from Channel One?
6. How often do you discuss Channel One in your classrooms?
7. Do you enjoy Channel One?

The questionnaire also asked students to identify news stories covered by Channel One and also identify products that had been advertised during the broadcasts. Figure 2 illustrates student responses to the survey.

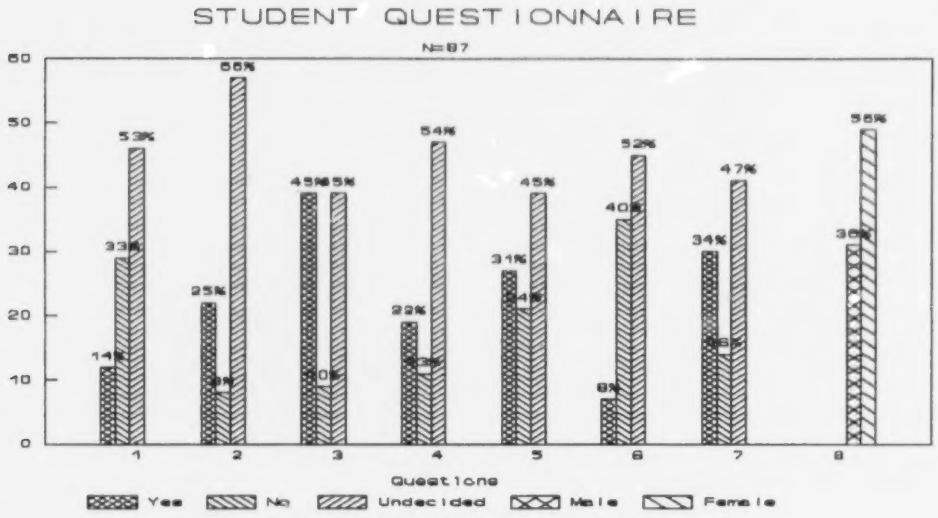

Figure 2. Student Questionnaire Responses

Thirty-one percent of students surveyed reported they learned something important from Channel One. This figure was not consistent with the study by Johnston and Brzezinski[27] which reported that about half of the students surveyed felt they learned something important.

Twenty-two percent of students reported they pay close attention to Channel One compared to twenty-three percent of students in the Johnson-Brzezinski study who indicated they paid attention to Channel One 'the whole time.' While the Johnson-Brzezinski[28] study also found fourteen percent of students who indicated they never learned anything important from Channel One, this study found twenty-four percent who made the same claim. This study also found forty-five percent of students reporting they enjoyed Channel One and forty-seven percent reporting they enjoyed Channel One sometimes.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The researcher examined two groups of students to determine if classroom discussion of Channel One news stories would make a difference in student knowledge of current events. Related research examined teacher opinion and use of Channel One as a teaching device and examined student opinion and use of Channel One as a learning device.

CONCLUSIONS

The null hypothesis stating that there is no significant increase in current event knowledge between students who engage in follow up discussions of Channel One compared to students who did not discuss Channel One was rejected based on the t-statistic of -4.33 and the t-value of 0.000.

RECOMMENDATIONS

Recommendations for replication of this study or further study on the effect of classroom discussion of Channel One broadcasts on student knowledge of current events include the following:

1. A larger sample be used to test significance.

2. Collect additional demographic data on students in order to determine effect of ethnicity, grade level, IQ, or income on student knowledge of current events.

3. Submit student surveys prior to classroom discussion of Channel One broadcasts.

4. Collect additional data from teachers to include the number of years taught and placement on Career Ladder.

5. Distribute current events test to a control group that were unexposed to the Channel One program.

APPENDIXES

APPENDIX A

COVER LETTER, QUESTIONNAIRES, CURRENT EVENTS TEST

SHOTWELL MIDDLE SCHOOL
6515 TRAIL VALLEY WAY
HOUSTON, TX 77086
(713) 931-7765

October 26, 1992

Dear Teachers,

After three years of exposure to Whittle Communication's Channel One news broadcasts, questions have been raised whether or not the broadcasts have done what they purported to do, namely, teach current events. I propose to research whether or not discussion of and integration of news broadcasts into daily lesson plans increases students knowledge of current events. I am interested in your opinion and use of the Channel One broadcasts in your classroom. Please complete the enclosed questionnaire at your earliest convenience and place in my box. Your opinion is what counts and your promptness is appreciated. All information will be reported as grouped data and individual names will not be used. A copy of the study will be available to you upon request.

Sincerely,

Carol Houston

Life Skills Teacher

TEACHER QUESTIONNAIRE DIRECTIONS:

DIRECTIONS:

Please answer all questions. Circle the appropriate letters which best describe your opinion about the subject. Feel free to add any responses at the bottom or on the back of this page.

Y = Yes

N = No

U = Undecided

S = Sometimes

1. Male Female
2. Do you teach History English Other
3. Do you integrate Channel One broadcasts in your lesson plans? Y N S
4. Channel One broadcasts increase student awareness of current events and news features. Y N S U
5. Do you recommend Channel One to other teachers? Y N
6. Do you approve the use of Channel One broadcasts in the public school system? Y N U
7. Is Channel One the most practical and least expensive way to cover current events in the classroom? Y N
8. All teachers should include or teach current events in their classroom. Y N U

COMMENTS: _____

_____

STUDENT QUESTIONNAIRE

CHANNEL ONE

DIRECTIONS:

Please answer all questions. Mark the appropriate letters which best describe your opinion about the subject. Feel free to add any comments at the bottom or on the back of this page.

A = Regularly

B = No

C = Sometimes

Circle One: Male Female

1. Do you read the newspaper at home?
2. Do you watch the news at home?
3. Do you watch Channel One broadcasts?
4. Do you really pay attention to Channel One broadcasts?
5. Do you feel you learn something important from Channel One?
6. How often do you discuss Channel One in your classrooms?
7. Do you enjoy Channel One?
8. List the different segments of the Channel One Program:

_____

_____

_____

9. List as many products as you can remember that have been advertised on Channel One in the past week:_____

_____

_____

10. List the news stories covered by Channel One in the past week:

_____

_____

CURRENT EVENTS TEST
CHANNEL ONE

MULTIPLE CHOICE: Mark the correct answer choice on the scantron.

1. Name the Republican candidate for president:
   A. Bill Clinton
   B. H. Ross Perot
   C. George Bush

2. Name the Democratic candidate for president:
   A. Bill Clinton
   B. H. Ross Perot
   C. George Bush

3. Name the Independent candidate for president:
   A. Bill Clinton
   B. H. Ross Perot
   C. George Bush

4. Who is our new president?
   A. Bill Clinton
   B. H. Ross Perot
   C. George Bush

5. The presidency is decided by:
   A. Popular vote (people)
   B. Electoral college (states)

6. Name the state with the most electoral votes:
   A. New Jersey
   B. Texas
   C. California

7. Name the state who voted to change the way their chief justice is elected?
   A. Texas
   B. California
   C. Nevada

8. Name the sports figure who resigned form basketball due to the controversy surrounding his HIV infection?
   A. Michael Jordan
   B. Magic Johnson
   C. Akeem Olajuwon

9. Which state voted on School Choice?
   A. California
   B. Texas
   C. Colorado

10. School Choice would allow parents to educate children by:
   A. public education
   B. private schools

C. home schooling
D. all of the above

11. Racial violence broke out in which European country?
A. Italy
B. Poland
C. Germany

12. What is the capital of Germany?
A. Prague
B. Berlin
C. Budapest

13. What is the group called that is responsible for the violence in Germany? (also known as neo-Nazis)
A. coneheads
B. skinheads
C. baldheads

14. Malcolm X was a leader known for his work in which movement?
A. The New Republic
B. Civil Rights
C. School Reform

15. Malcolm X used the X as his last name because it stands for:
A. Ex-con
B. Unknown
C. Extra-curricular

16. Malcolm X was assassinated (killed) by:
A. Neo-Nazis
B. Black Muslims
C. Black Panthers

17. Robot doctors in Sacramento replaced human doctors in replacing this socket in the human body:
A. spine
B. shoulder
C. hip

18. Chelsea Clinton is in which grade?
A. 6th
B. 7th
C. 8th

19. When was war declared on Vietnam?
A. 1965
B. 1972
C. War was never declared

20. In which country are women allowed to become ordained priests?
A. United States
B. Scotland
C. England

APPENDIX B

SUPPORTING DATA

Sam Houston State University
TEACHER SURVEY OF CHANNEL ONE EFFECTIVENESS - MALE RESPONSES

Total Responding: 5 NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	5	0	0	0	0	0	5	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	5	0	0	0	0	0	5	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	4	1	0	0	0	0	5	1.2
	Percent:	80%	20%	0%	0%	0%			
4.	Number:	5	0	0	0	0	0	5	1.0
	Percent:	100%	0%	0%	0%	0%			
5.	Number:	5	0	0	0	0	0	5	1.0
	Percent:	100%	0%	0%	0%	0%			
6.	Number:	5	0	0	0	0	0	5	1.0
	Percent:	100%	0%	0%	0%	0%			
7.	Number:	5	0	0	0	0	0	5	1.0
	Percent:	100%	0%	0%	0%	0%			
8.	Number:	1	2	2	0	0	0	5	2.2
	Percent:	20%	40%	40%	0%	0%			

BEST COPY AVAILABLE

Sam Houston State University

TEACHER SURVEY OF CHANNEL ONE EFFECTIVENESS - FEMALE RESPONSES

Date: 01/04/80

Total Responding: 19

NR=No Response

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	0	19	0	0	0	0	19	2.0
	Percent:	0%	100%	0%	0%	0%			
2.	Number:	14	2	0	3	0	0	19	1.6
	Percent:	74%	11%	0%	16%	0%			
3.	Number:	12	7	0	0	0	0	19	1.4
	Percent:	63%	37%	0%	0%	0%			
4.	Number:	13	5	1	0	0	0	19	1.4
	Percent:	68%	26%	5%	0%	0%			
5.	Number:	11	8	0	0	0	0	19	1.6
	Percent:	58%	42%	0%	0%	0%			
6.	Number:	12	2	5	0	0	0	19	1.8
	Percent:	63%	11%	26%	0%	0%			
7.	Number:	4	15	0	0	0	0	19	2.7
	Percent:	21%	79%	0%	0%	0%			
8.	Number:	1	4	14	0	0			
	Percent:	5%	21%	74%	0%	0%			

BEST COPY AVAILABLE

Sam Houston State University
SURVEY OF STUDENTS HAVING A CHANNEL ONE DISCUSSION

Total Responding: 31 NR=No Response Date: 01/04/80

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	3	7	21	0	0	0	31	2.6
	Percent:	10%	23%	68%	0%	0%			
2.	Number:	10	3	18	0	0	0	31	2.3
	Percent:	32%	10%	58%	0%	0%			
3.	Number:	17	4	10	0	0	0	31	1.8
	Percent:	55%	13%	32%	0%	0%			
4.	Number:	8	3	20	0	0	0	31	2.4
	Percent:	26%	10%	65%	0%	0%			
5.	Number:	9	7	15	0	0	0	31	2.2
	Percent:	29%	23%	48%	0%	0%			
6.	Number:	1	14	16	0	0	0	31	2.5
	Percent:	3%	45%	52%	0%	0%			
7.	Number:	11	6	13	0	0	1	30	2.1
	Percent:	37%	20%	43%	0%	0%			
8.	Number:	31	0	0	0	0	0	31	1.0
	Percent:	100%	0%	0%	0%	0%			

BEST COPY AVAILABLE

Sam Houston State University
SURVEY OF STUDENTS NOT HAVING A CHANNEL ONE DISCUSSION

Total Responding: 49 NR=No Response Date: 01/04/80

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	8	18	23	0	0	0	49	2.3
	Percent:	16%	37%	47%	0%	0%			
2.	Number:	9	5	35	0	0	0	49	2.5
	Percent:	18%	10%	71%	0%	0%			
3.	Number:	17	5	27	0	0	0	49	2.2
	Percent:	35%	10%	55%	0%	0%			
4.	Number:	8	8	33	0	0	0	49	2.5
	Percent:	16%	16%	67%	0%	0%			
5.	Number:	14	14	21	0	0	0	49	2.1
	Percent:	29%	29%	43%	0%	0%			
6.	Number:	6	18	25	0	0	0	49	2.4
	Percent:	12%	37%	51%	0%	0%			
7.	Number:	14	8	26	0	0	1	48	2.3
	Percent:	29%	17%	54%	0%	0%			
8.	Number:	0	49	0	0	0	0	49	2.0
	Percent:	0%	100%	0%	0%	0%			

BEST COPY AVAILABLE

Data File: ALL OF [illegible]

Variable: SCORE DIS Observations: 48

Minimum:	35.00	Maximum:	100.00
Range:	65.00	Median:	85.00

Mean:	81.67	Standard Error:	2.46

Variance:	278.95
Standard Deviation:	16.70
Coefficient of Variation:	20.46

Skewness:	-0.87	Kurtosis:	0.02

BEST COPY AVAILABLE

Data File: AGE OF CHANGE.TYE

Variable: SCORE NO 0.0 Observations: 44

Minimum:	20.00	Maximum:	95.00
Range:	75.00	Median:	67.50
Mean:	66.25	Standard Error:	2.57
Variance:		299.68	
Standard Deviation:		17.02	
Coefficient of Variation:		25.69	
Skewness:	-0.45	Kurtosis:	-0.16

BEST COPY AVAILABLE

1. C. Glennon Rowell, "Why Condemn Advertising in News videos for Schools?," The Education Digest 56, no. 3 (Nov 1990):54.

2. Joel Rudinow, "Channel One Whittles Away at Education," Educational Leadership (Dec 1989/Jan 1990): 70.

3. Marilee C. Rist, "Mass Marketers are Cashing in on Students," The American School Board Journal (Sep 1989): 24.

4. Rowell, p. 52.

5. Mark Fitzgerald, "Classroom TV has Negligible Effect," Editor & Publisher, (May 16, 1992): 20.

6. Fitzgerald, p. 20.

7. Don Sneed, et al.," Promoting Media Literacy in the High School Social Science Curriculum," The Clearing House 64 no. 1 (September/October 1990): 37.

8. Rist, p. 24.

9. Rist, p. 20.

10. Rist, p. 21.

11. Rowell, p. 52.

12. Rist, p. 25.

13. Rudinow, p. 71.

14. Dudley Barlow, "Sands Wouldn't Do It," The Education Digest, 57, no. 9 (May 1992): 19.

15. Walecia Konrad, "How good is Attendance in Chris Whittle's Class?", Business Week, (January 27, 1992): 103.

16. Konrad, p. 103.

17. Rist, p. 24.

18. Rowell, p. 53.

19. Sneed, p. 37.

20. Sneed, p. 36.

21. Barlow, p. 18.

22. Fitzgerald, p. 20.

23. Fitzgerald, p. 20.

24. Walecia Konrad, "How Good is Attendance in Chris Whittle's Class?", Business Week, (January 27, 1992): 103.

25. Rudinow, p. 71.

26. Bill Honig, "Should Schools Turn Off Channel One?," Business and Society Review, 74 (Summer 1990): 11.

27. Fitzgerald, p.20.

28. Fitzgerald, p.20.

BIBLIOGRAPHY

Barlow, Dudley. "Sands Wouldn't do it." The Education Digest (May 1992): 16-19.

Fitzgerald, Mark. "Classroom TV has Negligible Effect." Editor and Publisher (May 1992): 20-21.

Honig, Bill. "Should Schools Turn Off Channel One?," Business and Society Review, 74 (Summer 1990): 11-14.

Konrad, Walecia. "How Good is Attendance in Chris Whittle's Class?" Business Week (January 1992): 103.

Rank, Hugh. "Channel One/Misconceptions Three." English Journal (April 1992): 31-32.

Rist, Marilee C. "Mass Marketers Are Cashing in on Students." The American School Board Journal (September 1989): 20-25.

Rowell, C. Glennon. "Why Condemn Advertising in News Videos for School?" The Education Digest (November 1990): 52-54.

Rudinow, Joel. "Channel One Whittles Away at Education." Educational Leadership (December 89/January 90): 70-73.

Rukeyser, William S. "No Hidden Agenda: A Response to Rudinow."Educational Leadership (December 89/January 90): 74-75.

Sneed, Don., et al. "Promoting Media Literacy in the High School Social Science Curriculum." The Clearing House (Sep/Oct 1990): 36-38.